

*Language Essentials for Teachers of Reading and Spelling (LETRS™)* provides extensive professional development in areas that often have been missing in teacher preparation. These areas include knowledge of how children learn to read, what causes individual differences, and how oral and written language are connected. Research on teacher preparation and teacher knowledge, conducted over the last decade, has documented that most teachers need additional coursework to understand and apply this knowledge base (Bos et al., 2001; Foorman and Moats, 2004; Mather et al., 2001; McCutchen et al., 2002a, 2002b; Moats, 1995; Moats and Foorman, 2003). *LETRS* modules embody the concepts, applications, and teaching skills that are called for in “Teaching Reading Is Rocket Science” (American Federation of Teachers, 1999), the Learning First Alliance’s “Every Child Reading: A Professional Development Guide” (2000), and the Reading First Leadership Academy’s *Blueprint for Professional Development* (2002).

A modified implementation of *LETRS* is one professional development approach being studied in Michigan’s Teacher Quality grant, under the direction of Dr. Joanne Carlisle. Training in *LETRS* is also one aspect of the Professional Development Impact study currently conducted by the American Institutes for Research (AIR) in Washington, D.C., which involves six large urban school districts.

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